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ABSTRACT

This program assessment package is for those providing after-school services for young adolescents. Introductory material discusses why the focus is on 10- to 15-year-olds, the need for program evaluation, and assessment criteria. The package includes the following items: (1) "3:00 to 6:00 P.M.; Programs for Young Adolescents," by Joan Lipsitz, an article excerpted from a larger work that discusses the issues involved in serving young adolescents during the after-school hours and describes the developmental needs of 10- to 15-year-olds; and (2) five assessment instruments: a Program Assessment, a Program Participant Questionnaire, a Potential Program Participant Questionnaire, a Parent Survey, and a Summarizing Sheet for the assessment team. Instructions for using the instruments are provided in the introductory material. (CMG)

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AN ASSESSMENT PACKAGE FOR PROGRAMS THAT SERVE YOUNG ADOLESCENTS

This self-assessment package for service providers is adapted from 3:00 to 6:00 P.M.: Planning Programs for Young Adolescents, a curriculum for youth workers. The curriculum, which was developed by Gayle Dorman, Center Training Director, will be published in early 1985.

The following items are included in the self-assessment package:

1) "3:00 to 6:00 P.M.: Programs for Young Adolescents," by Joan Lipsitz, an article that discusses the issues involved in serving young adolescents during the after-school hours and describes the developmental needs of 10- to 15-year-olds.

2) Five assessment instruments: a Program Assessment, a Program Participant Questionnaire, a Potential Program Participant Questionnaire, a Parent Survey, and a Summarizing Sheet for Assessment Team.

Why Focus on 10- to 15-Year-Olds?

The purpose of Planning Programs for Young Adolescents is to help youth workers provide the best services possible to a challenging age group. Young adolescents' enormous variability in physical, cognitive, social, and emotional maturity, their high energy level; and their intense emotions make working with them exciting and sometimes difficult. Most 10- to 15-year-olds are neither children nor adults; therefore, programs that work well with other age groups may not work with young adolescents. This curriculum will give youth workers an opportunity to learn more about what young adolescents want

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and need from programs. It also will guide them in developing programs that benefit and attract 10- to 15-year-old participants.

Program Evaluation is Important

Program evaluation is a frequently ignored but crucially important component of any youth program. A structured, ongoing system for evaluating the strengths and weaknesses of program activities is an invaluable help in refining or revamping a program as the needs of youth and the resources of the agency change. The information gleaned from such an evaluation also can help youth programs compete for funding.

The opinions and suggestions of staff members, parents, and current and potential participants should be solicited continually through informal conversation and periodically through established meetings or surveys. A well-defined method for feeding this information into the decision-making process and for responding to concerns and suggestions completes the connection between evaluation and programming.

Because of the importance of program evaluation and demand from service providers around the United States, the Center for Early Adolescence decided to make the enclosed assessment instruments available for sale.

Instruments Incorporate Center Criteria

The assessment instruments incorporate criteria for assessing programs for young adolescents that were developed by the Center for Early Adolescence. The criteria are divided into one of two groups, depending on whether they are considered "non-negotiable" or "negotiable." (Please note: See the article "3:00 to 6:00 P.M.: Programs for Young Adolescents," which is included in this package, for a discussion of these criteria and young adolescents' needs.)

The non-negotiable criteria mandate that a program must:

- -be safe,
- -be supervised,
- -be clean,
- -be caring,
- -have a clearly defined mission,
- -be responsive to its local community,
- -meet at least four of the key developmental needs of young adolescents, two of which must be "structure and clear limits" and "positive interactions with peers and adults."

The negotiable criteria suggest that a program should:

-be accessible (physically and financially),
-include parent participation,
-have a means of assessing its work,
-provide in-service training for its staff,
-not duplicate services offered to the same clientele by other local organizations,
-seek interagency collaboration,
-demonstrate longevity in the community.

Reproducing the Assessment Instruments

The $12 price of this self-assessment package includes a reprint permission fee for purchasers that represent individual, local youth-serving programs. The Center for Early Adolescence permits such purchasers to reproduce any portion of these materials for use in assessments of their own membership, staff members, and parent constituency.

This permission does not apply to umbrella organizations that have two or more member programs. Such organizations should contact the Communications Manager at the Center for Early Adolescence for further information about reproducing the assessment instruments.

Directions for Using the Assessment Instruments

Use the assessment instruments to gather information about your program, assigning individuals or teams to complete the different tasks. Then compile the information gathered, using the Summarizing Sheet for Assessment Team.

Program Assessment. The Program Assessment is designed to be conducted by an individual or a team of staff members. Its purpose is to help gather information about a program's current services for 10- to 15-year-olds.

A single individual or team can work on the entire assessment, or several individuals or teams may be assigned specific sections. A team approach involving the entire staff or a representative sample of the staff is recommended. The teamwork necessary to gather the data and reach conclusions about the degree to which the program meets the criteria can produce consensus on and commitment to a direction for program development.

Some questions such as "Is the mission statement found in the program's materials?" have clear-cut, factual answers. Other questions like "Is the mission well known to its staff members?" will require questioning of the entire staff and group discussion among the assessment team.

Program Participant Questionnaire. This questionnaire can be administered in individual interviews, discussed in groups, or

answered in writing by individual participants. When all the interviews or questionnaires are completed, use a blank copy of the instrument to tally the responses to each question. You may wish to tally boys' and girls' answers separately so you can compare their answers. You also may wish to tally the responses of 10- to 12-year-olds and 13- to 15-year-olds separately.

A Potential Program Participant Questionnaire also is included as a tool for surveying young adolescents who do not currently attend your program. If you decide to use this instrument, you may wish to add questions related more specifically to your program and your community. Before duplicating, be sure to type in the name of your program in the appropriate blanks on page 3 of the questionnaire.

Parent Survey. This survey is designed to be completed by parents of the 10- to 15-year-olds who attend your program. You may wish to add questions related specifically to your program and community. Keep in mind, however, that parents are more likely to return a survey if it is short, takes little time to complete, and asks questions that they already care about. Before duplicating, be sure to type in the name of the contact person, program address, and return date on the last page of the survey.

Use a blank copy of the survey to tally the responses. You may wish to tally separately the responses for sons and daughters and for age groupings like 10 to 12 years and 13 to 15 years. This will allow you to compare parents' preferences for boys and girls of different ages.

The survey can be adapted to poll parents whose children do not attend your program by deleting certain questions (like #5, #9, and #13) and revising others (for example #4, #11, and #14).

3:00 to 6:00 P.M.: Programs for Young Adolescents

Q: "What are some of the things that worry you most about your child between the time school is over and 6:00 P.M.?"

A: "Making sure he has enough things to do to keep him busy and out of trouble."

"I need to know where he is and with whom. My main concern is the possibility of his having an accident or being picked up by someone."

"She doesn't have anything to do. She's bored, except for watching T.V."

In the fall of 1982, the Center for Early Adolescence polled parents of 10- to 15-year-olds to learn about their worries and preferences regarding their children's activities in the after-school hours. The parents whose voices ring through the answer sheets are black, white, Hispanic, female, male, urban, rural, and suburban. They worry about their young adolescent daughters' and sons' physical safety. They are concerned about their children's social and intellectual well-being. Few parents answered—as did one mother—"My child is cared for by Grandmother. I have no worries." More frequently, parents' worries emerged.

In response to our question, "Are there any activities or facilities that you would especially like to have in your community that are not available now?" parents told us: "Some kind of center where kids can go and play games and make things" and "More activities in a school or community center with adult supervision." Or, as one mother wrote, "Some families cannot afford private clubs or classes for their children. I feel that if more community activities were offered for *all* children, there would be less trouble with our youth."

These voices must be heeded. In particular, it would serve youth workers well to hear the message behind these worries. Parents of 10- to 15-year-olds are worrying alone and in relative silence. They do not know yet how numerous tney are or how common their fears are. For youth workers, parents present a hidden but potentially powerful clientele, a silent majority that may well grow in influence during this decade, one that can be tapped for program definition and support.

What are young adolescents doing after school? At the Center for Early Adolescence we call this the 3:00 to 6:00 P.M. issue, shorthand for those many hours when school is out and adults are at work, whether between 3:00 and 6:00 P.M., at night, or during school vacations.

In most single-parent families and in growing numbers of dual-parent families, parents must work and cannot be home after school. Thus, increasingly, young adolescents are spending the after-school hours unsupervised and uninvolved in their communities at a time in their lives typically characterized by high energy, a striving for self-definition, and a need to prove their personal competence in a variety of areas.

Most adults agree that children in primary grades need after-school supervision. However, families and communities are less certain about the after-school needs of young adolescents. The variable rates of physical, intellectual, and emotional growth experienced by young adolescents preclude simple and uniform solutions. Some 10- to

15-year-olds feel proud and competent that they are trusted to take care of themselves while their parents are at work. Others are uneasy, frightened, or angry because of constant overdoses of freedom and responsibility.

Young adolescents are noted for their vulnerability to the negative influences of their environment, their peers, and adults. Consider the following alarming statistics:

- girls under 15 are the only group of women in this country for whom the birth rate is not declining,
- seventh-grade boys in junior high schools are the most victimized students in our schools,
- 20% to 30% of eighth graders drink excessively,
- heavy drinkers among older adolescents report initiation to alcohol at age 12.

But young people are also vulnerable to positive influences, and, in particular, look to adults as role models and sources of affection and guidance. Environments that offer realistic expectations of youth, caring relationships with adults, and diverse opportunities for constructive and enjoyable activities with peers will increase youths' vulnerability to the best in themselves, their peers, and adults.

In the pages that follow, high-quality after-school programs that appeal to the best in young adolescents are described in detail. They help us all to think creatively and concretely about the diverse ways in which responsible adults can promote the healthy development of our young. Communities across the country can take pride in supporting the vision and energy of the people who have established these programs. They should take every opportunity to applaud the continuing commitment of those who, day after day, open their programs' doors to their neighborhoods' youth. There is much to be proud of and to learn from in these after-school programs that follow through on our stated commitment to establish a society that cares about its young members as individuals, as members of families, and as members of communities.

And yet we must bear in mind that these programs are exceptional, not because they cannot be replicated but because they are rare. While parents worry about care for their children from 3:00 to 6:00 P.M., many have no alternative but to do what this suburban mother does: "I feel I can trust [my son] to stay inside and do his work until one of us gets home. He knows to let *no one* in the house and he can't [go] out of the yard."

Economic Constraints Exacerbate Need for Quality After-School Programs

Parents often feel guilty when they leave their young adolescent children unsupervised after school and during vacations. Parents must deal, however, with the realities of hard, cold facts. In 1980 to 1981, 7 out of every 10 additions to the labor force were female. In 1981, 60% of "women family householders" were labor force participants, up 53% from 10 years earlier. There were 25.6 million more dual-earner, married-couple families in 1981, up 25% from 1971. When we compare these statistics with those of the 1940s, we see a social revolution in the making. In 1946, for instance, only 18% of mothers worked.*

*U.S. Bureau of Labor Statistics. *Employment in Perspective: Working Women.* Report 663. Washington, D.C.: Government Printing Office, 1981.

Behind these aggregate statistics are individual families trying to make ends meet in a troubled economy, worried about child care (an issue that does not go away as children grow older), and in need of low-cost, supervised, and diverse after-school activities in their communities. Happily, young adolescents have shown us, by electing to attend the programs described here, that they value quality after-school programming. And service providers have shown us that, in diverse communities and with different funding bases, quality programs can be established for 10- to 15-year-olds from 3:00 to 6:00 P.M.

Concern about after-school care for young adolescents will increase as the numbers of working mothers increase. The pressures on communities to provide after-school care and the sheer numbers of unsupervised young teenagers will intensify public apprehension and lead to calls for greater social control of the young. At the same time, opportunities for enriching experiences during formative years should not be tied solely to labor force and social control issues. Parents cannot and should not be their children's sole source of information or companionship. The after-school hours and vacation periods offer communities a golden opportunity to supplement families in molding young people's passage from the dependency of childhood to the relative independence of adulthood. Approached from this perspective, the after-school programs presented here are institutions imbedded in the American tradition of child-rearing, helping to recreate the coherence between family and community that has been the purpose of youth-serving organizations since the turn of the century.

Good Programs Meet Diverse Needs of Young Adolescents

Young adolescents present what often seem insurmountable challenges to professionals and volunteers who work with them. They grow and change at different and unpredictable rates; their interests change, sometimes from day to day; they are both deeply dependent on and resentful of adult authority; their physical, social, emotional, and intellectual needs are numerous and often contradictory.

Nonetheless, we can point to organized programs for 10- to 15-year-olds that are highly successful in working with this age group. By organized programs, we refer to purposeful, structured activities that are supervised by adults and administered by a public or private agency or formal organization.* Staff members from the Center for Early Adolescence have contacted and visited numerous organized programs, some of which are described in this catalogue, observing ways in which the programs respond to key developmental needs of 10- to 15-year-olds. Kerewsky and Lefstein have summarized these needs, based on the Center's *Middle Grades Assessment Program:***

(1) *Diversity.* Because young adolescents are growing and changing at varying rates, what is an appropriate activity for one young person may be wholly inappropriate for another. As a result, adults who work with this age group need to provide a wide variety of experiences: volunteer opportunities, recreation, academic enrichment, child care—the possibilities are endless.

(2) *Self-exploration and definition.* Rapidly changing bodies and minds require time to absorb new ways of thinking, new mirrored reflections, and new reactions from others. To accommodate the new selves that they are becoming, young

*Elliott A. Medrich, Judith A. Roizen, Victor Rubin, and Stuart Buckley. *The Serious Business of Growing Up: A Study of Children's Lives Outside School.* Berkeley, Calif.: Univ. of California Press, 1982, p. 158.

**Gayle Dorman. *The Middle Grades Assessment Program: User's Manual.* Carrboro, N.C.: Center for Early Adolescence, 1981.

adolescents need chances to consider themselves and their relationships. They need time to find a friend and share a secret, or to have a good talk with an adult. They also need time to comprehend what lies beyond the rather narrow boundaries of childhood, outside the family, school, and immediate neighborhood. Adults can respond to the need for self-exploration by providing varied opportunities for young people to see themselves in relation to their expanding world. . . . Museums, [churches, libraries, youth groups] . . . many places adults take for granted can offer young teenagers a new window on life.

(3) *Meaningful participation.* Young adolescents need to participate in the activities that shape their lives. As they develop a mature appearance and more sophisticated social and intellectual skills, they want opportunities to use their new talents. And by learning that their actions can affect the world around them, and that they can live up to expectations, they gain a sense of responsibility. Many young people find ways on their own to demonstrate their ability to take responsibility seriously and their desire to serve others: the nation's babysitters and hospital candystripers, for instance, are primarily young adolescents. But in general young adolescents' need for meaningful participation—and their capabilities—have been underestimated. . . . Adults can help young adolescents . . . by offering them responsibilities commensurate with their experience and skill. Professionals who enjoy this age group have found that activities are planned *with*, not *for*, young adolescents. They have learned to adapt responsibilities to the short-term attention span characteristic of early adolescence, and yet to select varied tasks that enlist diverse interests and abilities.

(4) *Positive interaction with peers and adults.* Young adolescents' parents and families remain of primary importance in setting values and giving affection. Their peers offer needed support and criticism. In addition, other adults, from the best-loved teacher or television star to the neighbor or corner shopkeeper, all have an effect on the lives of these young people, who are so eager to understand the possibilities of adulthood. Adults who work well with young adolescents find that this opportunity to help shape the next generation through deed and example is invigorating. They are willing to share their own experiences with young people who are themselves searching and reflecting upon the meaning of experience. They are not intimidated by questions or challenges from an age group that is learning to test ideas and think hypothetically, nor do they hesitate to admit that they do not have all the answers. Adults who enjoy working with young adolescents also understand and encourage them to develop positive relationships with peers, giving them time to work in groups, pairs, or teams to accomplish a definite goal.

(5) *Physical activity.* Young adolescents' spurts of boundless energy are as well known as their periods of dreamy lethargy. They need time to stretch, wiggle, and exercise rapidly growing bodies; they also need time to relax and adjust to the vicissitudes of growth. Children at this age need the opportunity to move when their muscles and minds crave motion. When the slack periods come, they also need time to read or reflect. Adults who work with young adolescents need to remember the diversity in strength, dexterity, and size of this age group. . . . Ball games, intramural activities, a run around the block, or organized sports may all be necessary to meet the needs of different individuals.

(6) *Competence and achievement.* Because young people experience extraordinary self-consciousness about their own new selves and the attitudes of others toward them, it is easy to understand their overwhelming desire to do something well and to receive admiration for achievement. Every community has many ways for its adults to prove their competence; the same spirit of opportunity should be extended to young people too. Those who work with young adolescents can help them adjust to changing self-esteem and self-doubt by providing activities that are geared to success within their limits. Young people hunger for chances to prove themselves, especially in ways that are rewarding if all goes well and are

not devastating if there are some disappointments. Young adolescents need to know that what they do is valued by others. . . . Without the opportunity to show what they can do, young people are left only with evidence of what they cannot do—and their already fragile self-esteem needs no reminders of incompetence.

(7) *Structure and clear limits.* Young adolescents live in a society of rules, and they want to know and understand their own limits within that system. Clear expectations are important to everyone who wants to behave responsibly, but they are crucial to unsure, self-critical young adolescents. Their search for security in a world of conflicting demands is helped by explicit boundaries that define the areas in which they may legitimately seek freedom to explore. They see a family, school, or community that has clearly defined expectations and fair rules as one that cares. They differ from younger children, though, in that their newly developing world view, their perception of themselves in relation to others, makes them more capable of participating with adults in framing their own rules and limits. Thus it is important that they have an appropriate role in discussing and forming the rules that they are expected to live by.*

The programs described in this catalogue have diverse sponsorship, facilities, and funding sources; they are urban, rural, and suburban; they vary in emphasis, including academic enrichment, religion, the arts, recreation, counseling, community service, after-school day care, and career education or jobs. But whatever their focus, they all respond actively to the seven categories of need discussed above. In addition, they are all caring, respectful, safe places where it is fun to be.

To Be Effective, Programs Must Meet Certain Criteria

When the Center for Early Adolescence set out to look for effective after-school programs for young adolescents, we established a set of criteria for selection and documentation.** Some criteria were non-negotiable; if the programs did not meet these, they were not selected for inclusion in our program information collection or in our publications. Other criteria were negotiable. Under ideal circumstances, all would be met—but circumstances are rarely ideal. The non-negotiables mandated that a program must:

- be safe,
- be supervised,
- be clean,
- be caring,
- have a clearly defined mission,
- be responsive to its local community,
- meet at least four of the key developmental requirements of the age group, including the need for structure and clear limits and for positive interactions with peers and adults,
- meet at least once weekly in the after-school hours or be locally based and accessible during vacations.

*William Kerewsky and Leah M. Lefstein. "Young Adolescents and Their Community: A Shared Responsibility." In *3:00 to 6:00 P.M.: Young Adolescents at Home and in the Community.* Leah M. Lefstein, et al. Carrboro, N.C.: Center for Early Adolescence, 1982.

**See "Protocol for Site Observation" in the appendix.

Every program discussed in this catalogue meets these non-negotiables. The negotiable criteria stated that a program should:

- be accessible (physically and financially),
- include parent participation,
- have a means of assessing the results of its work,
- provide in-service training for staff,
- not overlap with other local organizations,
- seek interagency collaboration,
- demonstrate longevity in the community.

The programs described meet these negotiable criteria to varying degrees and in varying combinations. Some of them are comprehensive agencies serving hundreds of youngsters in collaboration with other social service organizations. Others are small, neighborhood-based, volunteer efforts serving one or two dozen youngsters on a catch-as-catch-can financial basis. All of them have important lessons to teach us about the sensitivity, hard-headedness, and resourcefulness required to run programs of quality for young adolescents. The most important lesson is one from which we can take heart: the people who direct and staff these programs are not supermen and superwomen. They are like you and me. Their ideas and experiences can help us as we make real an essential commitment to the generation that is to follow us.

Survey Results Offer Abundant Lessons

The Center for Early Adolescence is making a concerted effort to call attention to the after-school needs of young adolescents. In preparation for this publication, we have worked as a team of investigators identifying, observing, and documenting high-quality programs for 10- to 15-year-olds. The process has been complex. We solicited program nominations from over 20,000 people across the United States. Then, questionnaires were sent to 491 programs in 42 states. The questionnaires were followed by telephone interviews with program directors or staff members.

On the basis of information collected in this preliminary search, Center project investigators visited 50 programs in 24 states. Extensive field notes from the site visits helped to build a collection of program descriptions in our information system. Finally, we selected 24 programs to include in this catalogue, based on diversity of region, focus, sponsorship, funding sources, and program size.

What have we learned from this effort to find and document effective programs for 10- to 15-year-olds? Probably the hardest lesson is the difficulty of the search. There is no network of professionals and volunteers among whom the reputations of excellent after-school programs are broadly known. We had a year's time and foundation funding to help us learn about achieving excellence from a variety of programs. Youth workers who are not part of national organizations, without this time and money, have almost no one to turn to for new ideas, mutual support, and information about what works and why. This lesson reconfirms our commitment to establish an information-sharing network.

The second major lesson we learned was taught to us by the young adolescents who participate in these programs. Why do they attend? They told us that a good program is one where they can be with their friends, doing interesting things that are not

"childish." They also told us that they attend because there is an adult who knows and understands them. Youth workers often look for the magic activity or the razzle-dazzle adult to attract young adolescents. While a particular activity or flashy person may be the "hook" that draws teenagers in, their loyalty to the program is dependent upon the quiet sensitivity of an adult who has time to listen and to care. When we look at the broad diversity of activities offered by the programs in this catalogue—skating, city tours, art, recreation, cooking, academic enrichment, counseling, drama, religious instruction, job skill training—we must conclude that young adolescents' interests are as diverse as adults'; therefore, different activities will appeal to different youth. But we must also conclude that the nature of the activity may not be as important as the special relationships that these programs promote.

A third and crucial lesson we learned pertains to safety. Parents want to know where their children are in the after-school hours. They want programs to notify them if their youngsters do not show up, or at the least to be willing and able to respond to their telephone inquiries. If program leaders are not willing to be accountable for participants' safety to this extent, many parents would rather that their youngsters go home, lock the door, and turn on the television set. This accountability issue is an unacknowledged barrier to many young teenagers' participation in after-school programs.

Safety, however, is a broader concern than physical survival. Young adolescents told us that their emotional comfort and well-being were factors in their joining after-school programs. They need places where they can express their opinions without fear of ridicule. They also need alternatives to parental limits, places that offer them plausible structure and clear limits while they extend their sphere of independence from the family. Programs that ensure physical and emotional safety allay parents' fears and attract youth involvement.

We learned many lessons about what effective leadership entails, about fund raising, and about the importance but infrequency of program evaluation. We also found specific activities that meet the needs of young adolescents for exploring new vistas, achieving a sense of competence, and taking responsibility for themselves and others. We have attempted to highlight these and other lessons at the beginning of each program description under the heading "Of Special Interest." We have also tried, however, to capture the richness of the lives of the programs, for they are indeed organic entities, each with a character of its own that is the result of the unique interaction of place, purpose, and personalities. Each reader will find points of interest in the program descriptions that we have not highlighted and will learn lessons that we have missed.

We have, however, learned one more overarching lesson that serves as both a warning and a challenge to youth workers and policymakers who want to start new programs or improve those that already exist. The after-school programs in this catalogue are not models to be replicated; they are resources for ideas. A special blend of community, history, clientele, sponsorship, funding, physical plant, and personalities precludes the wholesale adoption of a program and demands caution even in transferring specific practices. But as a repository of ideas, this catalogue is a cornucopia of riches to be experienced wholly and savored individually.

Finally, the most important lesson we learned is that our highest criteria for after-school programs can be met. We found programs that met and even exceeded our expectations, testimony to the fact that talented, energetic, and committed adults can meet the challenge of promoting the healthy development of young adolescents.

Joan Lipsitz
Director
Center for Early Adolescence

PROGRAM ASSESSMENT

I. Program's Mission

1. What is the mission of the program?

2. Is this mission mandated by statute or by laws?
_____ yes _____ no If no, how was the mission decided upon?

   Has the program's actual mission changed over the years?
_____ yes _____ no If yes, has this change helped or hindered the program? Explain.

3. Is the mission statement found in the program's materials? Where?

4. Is the mission well known to the staff? _____ yes _____ no

   Is the mission well known to the board of directors?
_____ yes _____ no

   (To answer this question, ask people, "In your opinion, what is the purpose or mission of our program?" You may want to poll people informally, or you may request written answers. Compare their responses to the stated mission. Are the statements consistent or inconsistent?)

II. Program Content

5. How well does the program respond to the developmental needs of young adolescents? (Note: See the article "3:00 to 6:00 P.M.: Programs for Young Adolescents" for an explanation of these needs.)

Need	Examples of how program is responsive	Examples of how program is not responsive
A. PHYSICAL ACTIVITY		
B. COMPETENCE AND ACHIEVEMENT		
C. SELF-EXPLORATION AND SELF-DEFINITION		
D. CREATIVE EXPRESSION		

Need	Examples of how program is responsive	Examples of how program is not responsive
E. POSITIVE SOCIAL INTERACTIONS WITH PEERS POSITIVE SOCIAL INTERACTIONS WITH ADULTS		
F. STRUCTURE AND CLEAR LIMITS		
G. MEANINGFUL PARTICIPATION IN THE PROGRAM MEANINGFUL PARTICIPATION IN THE COMMUNITY		

6. How does the program take into account young adolescents' developmental diversity?

7. How does the program take into account cultural, racial, and gender differences among its participants?

III. Physical Plant

8. Are the meeting rooms, hallways, work rooms, play areas, and outdoor surroundings clean, well maintained, and safe for participants and staff? _____ yes _____ no Explain.

9. Is the physical plant (e.g., square footage, facilities, decoration) adequate to meet your needs and the needs of young adolescents? _____ yes _____ no _____ partially

   Does the physical plant constrain your program? Does it help you offer a good program? Explain.

10. Is the program's location easily and safely accessible to participants' homes? _____ yes _____ no

To their schools (if they come directly from school)?
_____ yes _____ no

How do they get to the program and then back home?

IV. Background and History of the Program

11. How long has the program been in existence?_____

12. Why and how was it established?

13. Is the program's funding adequate? _____ yes _____ no
_____ somewhat

14. Does (do) the program's funding source(s) place restrictions on what you are able to do? _____ yes _____ no Explain.

15. Does program planning suffer because of the amount of staff time and energy that must be spent on fund-raising activities? _____ yes _____ no Explain.

16. How many youth are being served by the program now?_____
In the past (indicate a date or dates)?_____
If there is a sizable difference, explain.

17. Describe the internal organizational structure of the program or attach an organizational chart. Does this structure help or hinder you in offering a good program to young adolescents? Explain.

18. If applicable, explain the external governance of the program and the program's relationship with local, state, or national supervisory agencies or organizations. Does this governance structure help or hinder you in offering a good program to young adolescents? Explain.

19. Does this program duplicate services offered to the same clientele by other organizations in the community?
_____ yes _____ no

If yes, what organizations? How? Why?

20. Does this program actively seek ways to collaborate with other youth-serving organizations in the community? Give examples.

V. Community and Clientele Information

21. What is the age range of the participants?_____

22. How many or what percentage of the participants are 10- to 15-year-olds?_____

23. Describe the socioeconomic status of the clientele and of the area in which the program is located.

24. When is the program open to participants? (Indicate days and hours.) How and why were those days and hours selected?

25. How is the program responsive to the unique needs of its clientele (e.g., inner-city, rural, racially heterogeneous, bilingual)?

26. In your opinion, how is the program responsive to parents' needs and preferences? Give examples of specific activities and administrative policies that indicate responsiveness to parents.

27. What is and has been the role of parents in the program's development and continuation?

28. What is and has been the role of participants in the program's development and continuation?

VI. Staff Information

29. How many people are on the program staff?

_____paid full-time employees
_____paid part-time employees
_____volunteers
_____interns
_____other (explain)

What is the staff-to-participant ratio in the program?_____

Does the staff-to-participant ratio vary with different program activities? _____ yes _____ no If yes, list the ratio in various activities.

Does the staff-to-participant ratio allow adequate supervision at all times? _____ yes _____ no Explain.

30. Do the size of the staff and the assignments of responsibilities help or hinder the program's functioning? Explain.

31. Describe the backgrounds, talents, and interests of the program's staff members. Do the backgrounds of staff members help or hinder the program? Explain.

32. What in-service training has been given staff members? How do they characterize its value? (To answer this question, you may want to poll your colleagues informally, or you may request written answers.)

33. Is staff turnover a problem? _____ yes _____ no Explain.

34. How do the following statements characterize the program's staff members? (Rate on a scale of 1 to 3, then explain.)

a. Mature adults who are comfortable with young people.

(not at all) 1 (somewhat) 2 (very) 3

b. Willing to talk with young people honestly, discreetly, and maturely about sensitive topics (e.g., sex, family difficulties, etc.).

1 2 3

c. Admirable role models.

1 2 3

d. Politically astute within the neighborhood and community.

1 2 3

35. Staff members fear for their physical safety while at work. _____ true _____ false (To answer this question, ask other staff members.)

36. Describe the program director's relationship with participants, parents, staff, and community.

VII. Program Outcomes (Results)

37. Are specific outcomes mandated by the funding source(s)?
_____ yes _____ no If yes, what are they?

38. How are outcomes measured?

39. What are the measurable outcomes? (Cite numbers or statistics that show results.)

40. What are the non-measurable outcomes?

VIII. General Comments

41. Please use this space to record your general impressions about the strengths and weaknesses of the program. For instance, do staff members, participants, parents, and others in the community appear happy with the program? Is it well known and liked? Is it a good place to be?

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PROGRAM PARTICIPANT QUESTIONNAIRE

We are interested in knowing what you think about this program. Please take the time to answer these questions so we can make our program even better.

1. How old are you? _____

2. Are you _____ male? _____ female?

3. How often do you come to this program? _____

4. What do you like about this program? _____

   _____

5. What do you not like about this program? _____

   _____

6. Is there an adult here whom you talk to when you want advice or just want to talk about personal concerns and problems?

   _____ yes _____ no

7. Do you think this statement is true or false?
   "Almost everyone at this program has a close relationship with at least one adult staff member."

   _____ true _____ false

8. Do you think this statement is true or false?
   "The adults at this program really care about me."

   _____ true _____ false

9. What are the three most important rules here?

   _____

   _____

   _____

10. Do people frequently break the rules here?

    _____ yes _____ no

    Why is that? _____

    What happens when they do? _____

11. Do you have a voice in making decisions and planning activities here? _____ yes _____ no

12. Do you feel safe here? _____ yes _____ no Explain.

13. Do you get to do something you are good at here?

_____ yes _____ no

If yes, what? If no, why not?

_____

_____

14. Do you get to do things you like to do here?

_____ yes Name two things: _____

_____ no Why not? _____

What could be done to give you more opportunities to do the things you like?

_____

15. What is the purpose of this program? What does it stand for?

_____

16. What changes would you like to see at this program?

_____

_____

Is there a way you can help make these changes?

_____ yes _____ no If yes, how? _____

17. What do you think is the biggest problem young people your age have? Does this program help you and your friends deal with that problem? If yes, how? If no, why not? What could be done here to help you with that problem?

_____

_____

_____

_____

_____

_____

_____

18. How do you get here after school (for instance, by bus, bike, walking, carpool)? _____

Is this convenient? _____ yes _____ no

19. Is there something else you would rather be doing after school?

_____ yes _____ no If yes, what? _____

_____

_____

20. On days when you do not come to this program, what do you do? (Check all that you do.)

a. take care of younger brothers and sisters _____yes _____no

b. participate in school activities (such as cheerleading, clubs, sports) _____yes _____no

c. receive tutoring _____yes _____no

d. participate in other organized groups or clubs _____yes _____no

e. do volunteer work (such as helping in a hospital, tutoring) _____yes _____no

f. participate in nonschool-sponsored team sports _____yes _____no

g. play outdoors in the neighborhood, at a sports field or on a local playground _____yes _____no

h. go to a shopping mall _____yes _____no

i. go to the library _____yes _____no

j. visit a museum _____yes _____no

k. go to church or synagogue activities _____yes _____no

l. hang around (where? _____) _____yes _____no

m. stay at home _____yes _____no

n. visit a friend _____yes _____no

o. other _____yes _____no

21. How did you learn about this program? _____

_____

22. List some things you would like to do or learn about; for example, "tour a TV station" or "learn how to cook."

1.

2.

3.

4.

5.

6.

23. What else would you like to tell us about how you feel about this program?

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POTENTIAL PROGRAM PARTICIPANT QUESTIONNAIRE

We are interested in knowing what you do in the afternoons after school and what additional activities you might enjoy. Please take the time to answer these questions so we can make our program for people your age better.

1. How old are you?_____

2. Are you _____male? _____female?

3. What do you usually do between the time school is out and 6:00 P.M.? Check all of the following activities you do. If you check "yes" for an activity, tell how many days a week you usually do that activity.

   a. take care of younger brothers and sisters _____yes _____no _____ No. days

   b. participate in school activities (such as cheerleading, clubs, sports) _____yes _____no _____ No. days

   c. receive tutoring _____yes _____no _____ No. days

   d. participate in other organized groups or clubs _____yes _____no _____ No. days

   e. do volunteer work (such as helping in a hospital, tutoring) _____yes _____no _____ No. days

   f. participate in nonschool-sponsored team sports _____yes _____no _____ No. days

   g. play outdoors in the neighborhood, at a sports field or at a local playground _____yes _____no _____ No. days

   h. go to a shopping mall _____yes _____no _____ No. days

   i. go to the library _____yes _____no _____ No. days

   j. visit a museum _____yes _____no _____ No. days

k. go to church or synagogue activities _____yes _____no _____ No. days

l. hang around (where?_____) _____yes _____no _____ No. days

m. stay at home _____yes _____no _____ No. days

n. visit a friend _____yes _____no _____ No. days

o. other _____ _____yes _____no _____ No. days

4. Are there things you would really like to do after school that you seldom or never get to do? _____yes _____ no

If your answer is "yes," name the things:_____

_____

_____

5. What keeps you from doing those things?

_____ not available in my community

_____ no transportation

_____ costs too much

_____ parents won't allow me

_____ have to babysit brothers or sisters

_____ too busy with other activities like team sports, lessons, clubs

_____ other (please describe the reason) _____

_____

_____

6. Complete this sentence: I would really like to go to a place after school where _____

_____

7. List some things you would like to do or learn about; for example, "tour a TV station" or "learn to cook."

1.

2.

3.

4.

5.

6.

8. Have you ever heard of _____?
(name of program)

_____ yes _____ no If your answer is "yes," what do you know about it? _____

9. Have you ever attended _____?
(name of program)

_____ yes _____ no Why don't you go now? _____

_____

10. If you would like some information about activities for people your age that are offered at this program, write your name and address below.

_____
Name

_____
Street & Number

_____
City State Zip Code

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PARENT SURVEY

We are interested in knowing what you think about our program for 10- to 15-year-olds. We want to know what your needs and preferences are. Your time and effort in completing this survey will help us to serve you and your family better. Please complete the survey if you have a child between the ages of 10 and 15 who attends our program.

1. How old is the child for whom you are filling out this form?_____

2. This child is my (please circle) son daughter.

3. I am the child's (circle one) mother father guardian.

4. Which statement best describes your child's situation from the time school is over until 6:00 P.M.? (Please circle one.)

   a. My child takes care of himself or herself most of the time and is not usually supervised by an adult.

   b. My child is usually supervised by an adult.

   This adult is: (check one)

   _____ myself

   _____ my spouse

   _____ another adult family member

   _____ a neighbor or friend whom I do not pay

   _____ a paid "babysitter"

   _____ a staff member or volunteer at an after-school program

5. We would like to know what your child does between the time school is over and 6:00 P.M. Monday through Friday. On the line following each activity, please write the number of days in a typical week your child does that activity. For example, if your child takes music lessons Monday, Wednesday, and Friday, write 3 next to the line "takes lessons or classes" (j). If your child watches television every afternoon, write 5 after "watches television" (i).

   a. participates in this program _____

   b. takes care of younger brothers and sisters _____

   c. participates in school-sponsored activities (such as cheerleading practice, school clubs, sports) _____

   d. receives tutoring _____

e. participates in organized groups or clubs (such as Scouts, Girls or Boys Clubs, 4-H) _____

f. does volunteer work (such as helping in a hospital, tutoring) _____

g. participates in nonschool-sponsored team sports (such as basketball, tennis) _____

h. participates in free play outdoors in the neighborhood, sports field, local playground _____

i. watches television _____

j. takes private lessons or classes (such as music, art, horseback riding) _____

k. reads _____

l. does household chores (such as yardwork) _____

m. works for pay outside the family (such as babysitting, delivering papers) _____

n. participates in church/synagogue activities _____

o. does homework _____

p. uses the public library _____

q. goes to a local museum _____

r. spends time at a shopping mall _____

s. hangs around (where? _____) _____

t. other _____ _____

u. don't know _____

6. Would you like to see your child do more or less of any of the things listed below in his/her free time after school? (Please circle appropriate number.)

		more often	the same	less often	no opinion
a.	participate in this program	1	2	3	4
b.	take care of younger brothers and sisters	1	2	3	4
c.	participate in school-sponsored activities (such as cheerleading practice, school clubs, sports)	1	2	3	4

		more often	the same	less often	no opinion
d.	receive tutoring	1	2	3	4
e.	participate in organized groups or clubs (such as Scouts, Girls or Boys Clubs)	1	2	3	4
f.	do volunteer work (such as helping in a hospital, tutoring)	1	2	3	4
g.	participate in nonschool-sponsored team sports (such as basketball, tennis)	1	2	3	4
h.	participate in free play outdoors in the neighborhood, sports field, local playground	1	2	3	4
i.	watch television	1	2	3	4
j.	take private lessons or classes (such as music, art, horseback riding)	1	2	3	4
k.	read	1	2	3	4
l.	do household chores (such as housework, yardwork, cooking)	1	2	3	4
m.	work for pay outside the family (such as babysitting, delivering papers)	1	2	3	4
n.	participate in church or synagogue activities	1	2	3	4
o.	do homework	1	2	3	4
p.	use the public library	1	2	3	4
q.	go to a local museum	1	2	3	4
r.	spend time at a shopping mall	1	2	3	4
s.	hang around (where? _____)	1	2	3	4
t.	other _____	1	2	3	4
u.	don't know	1	2	3	4

7. How would you rate the following <u>after-school</u> services for 10- to 15-year-olds in this community?

		better than average	average	below average	not available	I don't know
a.	school-sponsored activities	1	2	3	4	5
b.	recreation depart. programs and facilities	1	2	3	4	5
c.	youth employment opportunities	1	2	3	4	5
d.	volunteer opportunities	1	2	3	4	5
e.	libraries/museums	1	2	3	4	5
f.	public transportation	1	2	3	4	5
g.	church/synagogue activities	1	2	3	4	5
h.	youth organizations (such as Scouts, Girls or Boys Clubs, 4-H)	1	2	3	4	5
i.	community centers	1	2	3	4	5
j.	other_____	1	2	3	4	5

8. Are there any activities or facilities that you would especially like to have in your community that are not available now? If so, please describe:

_____

_____

_____

9. How would you rate <u>our</u> after-school program for 10- to 15-year-olds? Explain.

excellent	better than average	average	below average	poor
1	2	3	4	5

10. About how often do you hear about what is happening in our program? (Please check.)

_____ often _____ once in a while _____ never/hardly ever

11. Would you like to know more about what your son or daughter does in this program?

_____ yes What would you like to know? _____

_____

_____ no I have all the information I need.

12. How do you learn about after-school activities? (Please check all your sources of information.)

_____ my child

_____ newspaper

_____ information sent home from school

_____ radio/t.v.

_____ mail

_____ church/synagogue bulletin

_____ membership bulletins from the "Y," Scouts, Girls or Boys Clubs, etc.

_____ notices posted (e.g., in libraries, community ctrs.)

_____ neighbors, word of mouth, friends

_____ other_____

13. How does your child get to our program? (Please check all the statements that are true for you.)

_____ parent drives

_____ another adult drives

_____ child uses public transportation

_____ older teenager drives

_____ child walks or bikes

_____ other_____

14. Is your child unable to participate more in this program for any of the following reasons? (Check all that apply.)

_____ there is a waiting list

_____ cost is too high

_____ can't get to location

_____ activity is not supervised

_____ must care for younger brothers/sisters

_____ doesn't want to go

_____ is too young or too old

_____ neighborhood where activity is held is not safe

____ is already to busy

_____ other _____

15. Do staff members at this program notify you if your child does not show up? (Please check.)

_____ yes _____ no

Do you wish they would? _____yes _____no

16. At what age would you no longer want a program to notify you if your child did not show up? (Please check one.)

_____ 10 years old

_____ 11 years old

_____ 12 years old

_____ 13 years olds

_____ 14 years old

_____ 15 years old

_____ 16 years old

17. Are the hours of this program convenient for you and your child?

_____ yes _____ no Please explain. _____

_____

18. What are some of the things that worry you most about your child between the time school is over and 6:00 P.M.?

_____

_____

_____

19. Can you tell us what you think the mission of this program is?

_____

_____

_____

20. If you would like to share any other information, please use the space provided. Thank you for your help.

Return this survey to: _____
Name of Person

Please return it by:

_____
Name of Program

_____
Date

_____
Address

_____
Address

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SUMMARIZING SHEET FOR ASSESSMENT TEAM

Instructions: To answer the following questions regarding the negotiable and non-negotiable program assessment criteria developed by the Center for Early Adolescence, refer to the responses you have gathered using the assessment instruments. After each question is a code that identifies the instrument and item number relating to that question.

PA = Program Assessment
PPQ = Program Participant Questionnaire
PS = Parent Survey

For example, "PPQ:11" refers to item number 11 on the Program Participant Questionnaire.

I. Non-negotiables

1. Is the program safe?

   a. Do participants feel safe? (PPQ:12)

   b. Do staff members feel safe? (PA:35)

   c. Do parents feel that their children who participate are safe? (PS:14,18)

   d. Is the physical plant safe and safely accessible? (PA:9,10; PS:13,14)

2. Is the program supervised? (PA:29; PS:14-16)

3. Is the program clean?
(PA:8)

4. Is the program caring?
(PPQ:6-8)

5. Does the program have a clearly defined mission?

   a. Is there a mission statement? (PA:1-3)

   b. Is the stated mission well known among staff members and the board of directors? (PA:4)

   c. Is it well known among participants? Are their answers to PPQ:15 consistent with the stated mission?

   d. Are there identifiable groups of participants who do not know the program's mission?

   e. Is the stated mission well known among parents of participants? Are their answers to PS:19 consistent with the stated mission?

f. Are there identifiable groups of parents who do not know the program's mission?

6. Is the program responsive to its local community? (PA:7,23-25)

7. Does the program meet the two essential developmental criteria -- "structure and clear limits" and "positive interactions with peers and adults" -- as well as two additional criteria?

   Rate your program's responsiveness to each need, using the appropriate items from the assessment instruments as your information base.

Not at all responsive				Meets this need well
1	2	3	4	5

   a. Physical activity. (PA:5a)

   b. Competence and achievement. (PA:5b; PPQ:13,14)

   c. Self-exploration and self-definition. (PA:5c)

d. Creative expression.
(PA:5d; PPQ:13,14)

e. Positive social interactions with peers and adults.
(PA:5e,29,33,34a-c; PPQ:6-8)

f. Structure and clear limits.
(PA:5f; PPQ:9,10)

g. Meaningful participation in the program and community.
(PA:5g,28; PPQ:11,16)

h. Developmental diversity.
(PA:6,31; PPQ:13,14,17)

II. Negotiables

8. Is the program accessible?

a. Is the program physically accessible to young adolescents? (PA:10; PPQ:18; PS:13,14)

b. Is the program financially accessible to young adolescents? (PS:14)

9. Does the program include parent participation?

a. Is the program responsive to parents' needs and preferences? (PA:26; PS:6,7,9,15-20)

b. Are there ways in which parents play a role in developing and continuing the program? (PA:27)

c. Do parents have adequate information about the program? (PS:10-12)

10. Does the program have a means of assessing its work?

Are both measurable and non-measurable outcomes routinely documented? (PA:37-40)

11. Does the program provide in-service training for its staff? (PA:32)

a. What topics are covered? (PA:32)

b. Do staff members see the training as being beneficial? (PA:32)

12. The program does not duplicate services offered to the same clientele by other local organizations. ____ true ____ false (PA:19; PPQ:20; PS:5-7)

13. Does the program seek interagency collaboration? (PA:20)

14. Does the program demonstrate longevity in the community?

a. How long has the program been in existence? (PA:11)

b. Does funding seem adequate and stable enough to ensure the program's continuation? (PA:13-15)

c. Has the number of youth served remained stable or expanded? (PA:16)

d. Are the staff and director politically astute within the community? (PA:34d,36)

III. General Information About the Program

	Constraints	Assets
15. Physical plant. (PA:9)		
16. Organizational structure. (PA:17)		
17. Governance. (PA:18)		
18. Staff ratio. (PA:29,30)		
19. Staff backgrounds. (PA:31)		

IV. General Comments From Staff, Participants, and Parents

20. What do participants like about the program? (PPQ:4,17)

21. What do participants dislike or want to change? (PPQ:5,16,17,19)

22. What other after-school activities do participants engage in? (PPQ:20; PS:5)

23. How do young adolescents and their parents learn about after-school activities? (PPQ:21; PS:12)

24. What activities would parents like to see available to their young adolescents? (PS:6,8)

25. What activities would young adolescents like to have available to them? (PPQ:13,14,17,19,22)

26. What general comments do staff members, participants, and parents have about the program? (PA:41; PPQ:23; PS:20)

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